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ABSTRACT

A twelfth grade quinmester course designed to give the student an objective overview of the development of Communism vis-a-vis Americanism (Democracy) is outlined in this guide. The course focuses on what each way of life represents and their respective positions in world politics. Included are case studies in communist expansion, the communist involvement in the developing areas, and United States response to deter the spread of Communism. Strategies for coexistence of the two systems are explored, and student suggestions on ways to improve the quality of Americanism are encouraged. The guide itself is divided into a broad goals section, a content outline, objectives and learning activities, and materials for teacher and student. Learning activities are organized around the course goals, and include small and large group discussions, individual research projects, reports, and out-of-class projects. A variety of media are employed, including books and pamphlets, films and filmstrips. Related documents are: SO 002 708 through SO 002 718, SO 002 768 through SO 002 792, and SO 002 947 through SO 002 970. (Author/AWW)

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AUTHORIZED COURSE OF INSTRUCTION FOR THE QUINMESTER PROGRAM

DADE COUNTY PUBLIC SCHOOLS

SOCIAL STUDIES

AMERICANISM vs. COMMUNISM

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DIVISION OF INSTRUCTION • 1971

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Written by Bonnie Cantera

for the

Division of Instruction
Dade County Public Schools
Miami, Florida
1971

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INTRODUCTION

This course of study was written as a part of a total effort to revise curriculum to fit the quinmester administrative organization of schools. The materials and information in this guide are meant to be neither all-inclusive nor prescriptive; but rather, an aide to teachers as they plan instructional programs, taking into account student needs and characteristics, available resources, and other factors.

The major intent of this publication is to provide a broad framework of goals and objectives, content, teaching strategies, class activities, and materials all related to a described course of study. Teachers may then accept the model framework in total or draw ideas from it to incorporate into their lessons.

The guide is divided into 1) a broad goals section, 2) a content outline, 3) objectives and learning activities, and 4) materials. The first section provides descriptive and goal-oriented information for the teacher; "indicators of success" refers to suggested prerequisite or corequisite experiences. The content outline illustrates, in general terms, the scope and major subdivisions of the course. The objectives and learning activities section, hopefully, provides a total picture of the concept or main idea and specific behavioral objectives for a set of given learning activities. The materials section of the guide lists resources in four categories: essential textual or other material; alternate classroom materials to use in place of or in addition to the aforementioned; supplementary teacher resources; and supplementary student resources. The appendix may include other material appropriate for a specific course: e.g., pretests, readings, vocabulary, etc.

Anyone having recommendations relating to this publication is urged to write them down and send to : Social Studies Office, Room 306, Lindsey Hopkins, A-1.

James A. Fleming
Social Studies Consultant

COURSE CONTENT OUTLINE:

I. What is Americanism?

- A. The American Ideal
- B. Theory and Practice

II. What is Communism?

- A. Historical Antecedents
- B. Karl Marx and Theory
- C. Lenin and Russian Communism

III. How did Communism Develop in the U.S.S.R.?

- A. Czarist Russia
- B. Experiment with Democracy
- C. Lenin and the Making of the Revolution
- D. Stalin and the Soviet System
- E. The Khruschev Era
- F. Soviet Union Today

IV. How do Americanism and Communism Differ in Theory and Practice?

- A. Politics and Economics
- B. Life and Society

V. What has been the Foreign Policy of the Soviet Union and How Has the United States Responded in Terms of Counter Strategy?

- A. Stalin and Post-war expansion
- B. Khruschev and Coexistence
- C. Sputnik Diplomacy
- D. An end to the cold war?

VI. What are the essential differences among the various forms of Communism in today's world?

- A. China - A Split in the Monolith
- B. Eastern Europe
- C. Fidel Castro and Cuban Communism
- D. Chile and Communist Economics

VII. What is the future of Americanism and Communism?

- A. Evolutionary Dynamics
- B. A Survival Strategy

COURSE DESCRIPTION: A STUDY OF COMMUNISM AS CONTRASTED TO AMERICANISM (DEMOCRACY), WHAT EACH WAY OF LIFE REPRESENTS AND THEIR RESPECTIVE POSITIONS IN WORLD POLITICS. INCLUDED ARE CASE STUDIES IN COMMUNIST EXPANSION, THE COMMUNIST INVOLVEMENT IN THE DEVELOPING AREAS AND UNITED STATES RESPONSE TO DETER THE SPREAD OF COMMUNISM. THE COURSE EXPLORES STRATEGIES FOR COEXISTENCE OF THE TWO SYSTEMS AND ENCOURAGES STUDENT SUGGESTIONS ON WAYS IN WHICH THE QUALITY OF AMERICANISM CAN BE IMPROVED.

GRADE LEVEL: 12
COURSE STATUS: Elective
INDICATORS OF SUCCESS: Previous coursework in American government.

COURSE RATIONALE: This course is designed to give the student an objective overview of the development of Communism vis a vis Americanism. From the data gathered the student will generalize on the viability of his own way to life and suggest strategies for its improvement.

COURSE GOALS:

1. THE STUDENT WILL IDENTIFY AMERICANISM (DEMOCRACY) AND WHAT IT REPRESENTS TO HIM PERSONALLY.

2. THE STUDENT WILL IDENTIFY THE PHILOSOPHY OF COMMUNISM AS DISTINGUISHED FROM THE PRACTICE OF COMMUNISM IN THE SOVIET UNION.

3. THE STUDENT WILL GATHER DATA TO SUPPORT THE HYPOTHESIS THAT HISTORICAL, GEOGRAPHICAL AND CLIMATIC FACTORS HAVE SHAPED RUSSIAN LIFE AND SOCIETY.

4. THE STUDENT WILL SHOW HOW COMMUNISM AND AMERICANISM DIFFER AS SOCIAL, ECONOMIC AND POLITICAL SYSTEMS.

5. THE STUDENT WILL ANALYZE SOVIET FOREIGN POLICY AND UNITED STATES COUNTER STRATEGY.

6. THE STUDENT WILL DIFFERENTIATE AMONG THE FORMS OF COMMUNISM AND DISCUSS THEIR ADAPTATION TO PARTICULAR AREAS.

7. THE STUDENT WILL PREDICT THE FUTURE OF COMMUNISM AND AMERICANISM AND SUGGEST STRATEGIES FOR COEXISTENCE.

GOAL: THE STUDENT WILL IDENTIFY AMERICANISM (DEMOCRACY) AND WHAT IT REPRESENTS TO HIM PERSONALLY.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
I. WHAT IS AMERICANISM?	The student will identify Americanism (Democracy) and what it represents to him personally.	1. The class should begin with a discussion on what each student believes Americanism or Democracy represents. Some basic questions to be considered are suggested: a. What are some of the freedoms guaranteed by the United States Constitution? b. What examples of this freedom can you cite? c. What instances can you think of in which these freedoms were not honored? d. What can you do as a citizen to insure these freedoms? e. When does freedom become anarchy? f. What opportunities exist for you personally to contribute to the quality of Americanism? 2. Various students should describe life in the United States to other students who will ask questions from the standpoint of foreign youth, unfamiliar with the United States. 3. If a class set is available, students should read "Some Current American Domestic Concerns," in Democracy and Communism by Richard V. Allen, et. al., pp. 191-224. Discussion questions included. 4. Show the films in sequence America the Beautiful and Civil Rights Movement: Mississippi Summer Project. These are two very different views of the United States. What would be your reaction if you were an African or a citizen of one of the developing nations? How has this type of situation been exploited by the Communists?

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		5. Divide the class into small groups. Have each group define Americanism. Each group should select a spokesman. Ask: a. Why is it difficult to come up with one definition or description of democracy in the United States? b. Do you think that a Russian citizen would have the same difficulty in describing his system? Why or why not? c. Do you think that 15 years ago we would have experienced less difficulty in describing Americanism? Why or why not 6. Students that are less able might do collages on problems in American life, the beauty of American life, groups that radicalize America, etc. The teacher should ask that they have a subject in mind such as one of the ones suggested when doing a collage.

GOAL: THE STUDENT WILL IDENTIFY THE PHILOSOPHY OF COMMUNISM AS DISTINGUISHED FROM THE PRACTICE OF COMMUNISM IN THE SOVIET UNION.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
II. WHAT IS COMMUNISM?	The student will identify the philosophy of Communism as distinguished from the practice of Communism in the Soviet Union.	1. The teacher might introduce the concept with the films Who Goes There? A Primer on Communism Pt. 1 and 2 which gives an accurate picture of the development of Communism from early times, tracing it through up to the present day adaptation in Russia. 2. The teacher might briefly describe at this point the development of Communism as a philosophy. It is suggested that the teacher discuss the modern roots of Communism in the 17th and 18th centuries. The articles "The Beautiful World of the Utopian Socialists" and "The Inexorable World of Karl Marx" in The Worldly Philosophers by Robert Heilbroner are excellent resources and easy to understand. 3. Some of the students might be interested in looking into attempts to establish utopian and communistic societies in the United States and report orally to the class. See suggested resource material. 4. Have a discussion on the background for Marx's Communist Manifesto. What social conditions in the 17th century acted as the catalyst for such a document? 5. Examine the Communist Manifesto, providing exerpts for class to discuss. An excellent guide for the teacher is Harol J. Laski on the Communist Manifesto. a. Why hasn't capitalism been overthrown as Marx predicted? b. What steps were taken by the capitalist countries to correct the social conditions that resulted from laissez faire capitalism?

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		6. An able student might enjoy making a report on the connection between European positivism and the Soviet technocracy. 7. How did Lenin adapt the Communist philosophy to the realities of Russian environment? Students should use a standard text to answer this question such as Democracy and Communism by Allen or Russia by Hyman Kublin. 8. Ask a student to make a report on the life of Karl Marx. 9. Use the readings on Russian Totalitarianism in Shaping of Western Society. The teacher's guide contains activities and discussion. 10. The student should be able to describe the following terms: a. Dialectic and Historical Materialism b. Socialism c. Totalitarianism d. Five stages of history e. Theory of surplus value

GOAL: THE STUDENT WILL GATHER DATA TO SUPPORT THE HYPOTHESIS THAT HISTORICAL, GEOGRAPHICAL AND CLIMATIC FACTORS HAVE SHAPED RUSSIAN LIFE AND SOCIETY.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
III. HOW DID COMMUNISM DEVELOP IN THE USSR?	The student will gather data to show that historical, climatic and geographical factors have shaped Russian life and society.	1. There are a number of films with which the teacher might introduce this topic. See resource material. For discussion purposes the filmstrip The Russian Revolution is excellent. Follow up: a. What features of Russian life under the Czars are still evident in Russia today? b. What were some of the major influences of the development of Russia? 2. An excellent background survey of Russian history is to be found in Russia by Hyman Kublin, pp. 1-140. If a class set is available have the students read these chapters. 3. Students should be encouraged to visit a Russian Orthodox Church and report to the class on the icons and architecture 4. To demonstrate the influence of climate on Russian history, ask a student to read excerpts from War and Peace, describing the Napoleonic invasion if Russia. 5. Discuss the effects of famine, bitter winters, authoritarian governments, continual warfare, etc. on a nation's outlook. Ask: What, if any, is the relationship between the individuality and health of a nation and economic and social security? 6. Have students research and report orally on Russian personalities such as Lenin, Pushkin, Herzen, Turgenev, Tolstoy, etc. Is there a Russian character? How would you describe it?

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		7. The poem "Prediction" was written in 1830 by a young officer who took part in the Decembrist Revolt of 1825, Michael Lermontov. Have a student report on the life of Lermontov. Is he typical of the Russian officer class of this period who wanted change in Russia? (See appendix for poem) 8. Show the film Lenin and Trotsky. Discuss: a. What role did Trotsky play in the Revolution of that brought the Bolsheviks to power? b. Why did Trotsky and Stalin split? c. How did the Bolsheviks take over the government of Alexander Kerensky? d. What were some of Lenin's problems in establishing the Communist government? e. Would you compare the Bolshevik tactics with those of our modern revolutionaries such as the Weatherman and the Black Panthers? 9. Using a standard text, describe the making of the Soviet system under Stalin. Discuss the influence of his personality on Russian life. 10. Show the film The Rise of Khurshchev, Pt. 1 and 2. Discuss the changes in Soviet life due to his de-Stalinization program. What do you believe was his purpose in following this line? 11. Interested students might form a group to read Khurshchev memoirs in the Life magazine installments and report to the class.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		12. Show the filmstrip Russia: 50 Years of Revolution. Discuss the new experiments in economics in Russia and how they differ from those followed by Khrushchev and Stalin. 13. Have students report on articles from Soviet Life magazine and other magazines on the Soviet Union today, using the Readers Guide to Periodical Literature. The Student Weekly of the New York Times is a good source of information on the Soviet Union today. 14. Find a guest lecturer to address the class who has visited the Soviet Union as a tourist.

GOAL: THE STUDENT WILL COMPARE AND CONTRAST AMERICANISM AND COMMUNISM AS SOCIAL, ECONOMIC, AND POLITICAL SYSTEMS.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
IV. HOW DO COMMUNISM AND AMERICANISM DIFFER AS SOCIAL, ECONOMIC AND POLITICAL SYSTEMS?	The student will compare and contrast Communism and Americanism as social and political systems.	1. What are the comparative functions of the Communist Manifesto and the United States Constitution? 2. The students will break up into investigative teams researching the broad topics listed below: (material should include the American aspect as well as the Soviet) a. Political Parties b. Socialization (Citizenship Training) c. Social Mobility d. Political Participation e. Interest Groups f. Pressure Groups g. Dissent and Alienation h. Minorities i. Medicine j. Scientific Development k. Military Establishment l. The Arts m. Education (Curriculum) n. Economics o. Family Life p. Women q. Drugs and Alcoholism r. Sports and relaxation s. Religion 3. Discussion: a. What aspects of Soviet life seem attractive to you?

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		b. What emphasis is placed upon the individual in the Soviet Union? c. The United States is supposed to be highly individualistic society. Do you place a high value on individualism? d. Read the poem "Vladimir Illyich Lenin" (included in the appendix). What does this poem have to say about the value of individuals?

GOAL: THE STUDENT WILL ANALYZE AND EVALUATE SOVIET FOREIGN POLICY & UNITED STATES COUNTER STRATEGY.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
V. WHAT HAS BEEN THE FOREIGN POLICY OF THE SOVIET UNION AND HOW HAS THE UNITED STATES RESPONDED IN TERMS OF COUNTER STRATEGY?	The student will analyze and evaluate Soviet foreign policy and United States counter strategy.	1. Introduce the topic by showing and discussing the film, The Cold War: Early Period 1947-1953. a. What tactics did Stalin employ after World War II? b. What steps were taken by the United States to stop the spread of Communism? c. What effect did Stalin's foreign policy have on United States presidential elections in 1952? d. What policy was followed by the United States toward Yugoslavia and Tito? 2. Discuss the influence of McCarthy on the American counter strategy. See resource materials. 3. How effective was the United States policy of containment? 4. What was the new line adopted by Khurshchev after the death of Stalin? Why do you think this new line was adopted? Was United States policy adapted to the change in tactics? Do you think that the United States views peaceful coexistence differently from the Soviet Union? 5. Show the film Khurshchev and Berlin, Pt. 1 and 2. Discuss: a. What is meant by Sputnik Diplomacy? b. What tactics did Khrushchev use to consolidate his position? 6. Ask a student to do a report on the book The Missile Crisis by Elie Abel, and report orally to the class. Do you think that the Missile Crisis was a victory for the United States?

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		Why do many Cuban refuges consider the Missile Crisis resolutions to be a betrayal of their interests? How was the Missile Crisis finally resolved? 7. Another student should do a follow up report on the book The Rise and Decline of the Cold War by Paul Seabury. Has there been a thaw in Soviet - U.S. relations since the resolution of the Missile Crisis? Cite examples. 8. A general summary of American and Soviet Foreign Policy up to the present may be found in the filmstrip Emergence of the United States as a World Power, Part III. Individual frames should be discussed.

GOAL: THE STUDENT WILL DIFFERENTIATE BETWEEN THE VARIOUS FORMS OF COMMUNISM AND DESCRIBE THEIR ADAPTATION TO PARTICULAR AREAS.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
VI. WHAT ARE THE ESSENTIAL DIFFERENCES BETWEEN THE VARIOUS FORMS OF COMMUNISM?	The students will differentiate between the forms of Communism and describe their adaptation to particular areas.	CHINA - A split in the Monolith 1. Have the class read if available, The China Giant, pgs. 10-28 and discuss in class, using the questions specified in the chapter. 2. Show one of the suggested films on China. 3. Assign each student or groups of students to read an article from the The China Giant to report on orally in class, paying special attention to the questions posed at the front of each article by the author. 4. If the book is not available have the students read article from magazines and newspapers on life in China today. 5. Debate: Resolved: The problems of China would be the same even if the government were not Communist. 6. A less able student might prepare a collage or pictorial history of one aspect of Chinese life. 7. Discuss: What are the national interests of the Chinese and how do they differ from the Soviets? See resource material on China. 8. In the case of Communist China, have national interests proven stronger than ideological ties? What is the source of friction between the Soviets and the Chinese? 9. Show the film China: Confrontation or Coexistence? What should be the role of the United States toward China?

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		EASTERN EUROPE 10. Show the filmstrip The Restive Satellites and discuss the following questions: a. Do you think that it will be necessary to continue using force to keep the satellite countries in line? b. How would you compare the Brezhnev Doctrine to the Monroe Doctrine? c. What is meant by spheres of influence and do you agree with this theory? d. What are some of the differences between the satellites and Russia? e. What do you believe should be the policy of United States toward the satellites? CASTROISM AND CUBA 11. Describe the revolution and its implications in Cuba to the class. Use Draper, Castroism: Theory and Practice. 12. Ask students to interview Cubans within the community who lived under the Castro regime. 13. Ask: Do you think that the United States should recognize Communits Cuba? CHILE AND ECONOMICS 1. Differentiate between Communism as an economic system and Communism as a totalitarian system. 2. Ask: What should be the policy of the United States towards Chile? As a result of case studies have the students attempt to list characteristics of communism in each area and identify dif-

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		ferences. Ask: How do you account for the differences? Is democracy alike everywhere?

GOAL: THE STUDENT WILL PREDICT THE FUTURE OF COMMUNISM AND AMERICANISM AND SUGGEST STRATEGIES FOR COEXISTENCE.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
VII. WHAT IS THE FUTURE OF COMMUNISM AND AMERICANISM?	The student will predict the future of Communism and Americanism and suggest strategies for coexistence.	1. Have each of the students report on what he believes to be the future of Americanism and Communism as systems, using the knowledge he has acquired. 2. Each student should suggest ways in which the United States and Russia could better their relations between themselves and the other nations of the world.

ATERIALS:

1. RECOMMENDED TEXTUAL MATERIALS

Allen, Richard V. and Hartlett, Hale. Democracy and Communism: Theory and Action. New York: Nostrand, 1967. (state adoption)

The China Giant. Based on a series of articles that appeared in the Christian Science Monitor. Illinois: Scott, Foresman, and Co., 1967. (paperback)

Kublin, Hyman. Russia. Boston: Houghton Mifflin, 1970. (paperback) Also see the companion volume of readings.

2. ALTERNATE CLASSROOM MATERIALS

A. Textual

Miller, William J. and Geroge Bancroft. The Meaning Of Communism. Morristown: Silver Burdett, 1968.

Eagleton Institute of Politics. Contemporary Issues in American Democracy. St. Louis: Eagleton Institute of Politics, 1969.

Robb, Herbert, and Raymond Sobel. From Left to Right. New York: Holt, Rinehart and Winston, 1968.

Coleman, John R. Comparative Economic Systems. New York: Holt, Rinehart and Winston, 1968.

Schultz, Mindella. Comparative Political Systems. New York: Holt, Rinehart and Winston, 1967.

Civic Education Service. Two Worlds in Conflict: Democracy vs. Communism. Washington D.C.: Civic Education Service, Inc., 1967.

B. Filmstrips - to be purchased or rented

China in Crisis: Confrontation or Coexistence. Guidance Associates. Harcourt Brace. 1 record, 1 filmstrip, and guide.

The Emergence of the United States as a World Power. Guidance Associates. Harcourt Brace (Part III only) 3 filmstrips, 3 records, and guides.

Russia: 50 Years of Revolution. New York Times. 1 filmstrip, 1 record and one guide.

Russia's Restive Satellites, January 1970. New York Times. 1 filmstrip, 1 record, and guide.

The Russian Revolution. Education audio visual, Inc. 2 filmstrips, 2 records and guides.

C. Films - available through Lindsey Hopkins

China: The Social Revolution. Mc Graw Hill. 17 min, color, 1-13047.
China: The Awakening Giant. McGraw Hill. 17 min, color, 1-13129.
Village in China Today. McGraw Hill. 17 min, color, 1-12983.
Lenin and Trotsky. McGraw Hill. 27 min, black & white, 1-31465.
The Russians: Insights Through Literature, Pt. 1 and 2. McGraw Hill. 27 min each film. black & white. 1-31491, 1-31493.
Rise of Khrushchev, Pt. 1 and 2. McGraw Hill. each film 27 min black & white 1-31499.
Khrushchev and Berlin, Pt. 1 and 2. McGraw Hill. each film 27 min. black & white 1-31495, 1-21497.
The Cold War: The Early Period (1947-1953). McGraw Hill. 19 min black & white 1-10575.
Czechoslovakia in Chains - The Death of a Dream. Screen News Digest: Vol. II, Issue 1.14 min. black & white 1-13434.
USSR: Family of Tashkent (Life on a Collective Farm) Universal Education. 20 min color, 1-13359.
USSR: Geography and Peoples (Many Faces of a Vast Land) Universal Education. 1-13357, 20 min color.
USSR Pioneer Family of Bratsk (A Siberian City is Born) Universal Education 20 min color, 1-13355.
Who Goes There? A Primer in Communism, Pt. 1 and 2. McGraw Hill. 27 min both films black & white.

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Conversations with Stalin. New York: Harcourt Brace, 1962.
Draper, Theodore. Castroism: Theory and Practice. New York: Praeger, 1965.
Fischer, Louis. The Life of Lenin. New York: Harper and Row, 1964.
The God That Failed. New York: Harper and Brothers, 1950. (other authors also included, Gide, Wright, Koestler, et al.
Gunther, John. Meet Soviet Russia. New York: Bantam, 1962.
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Schwartz, Harry. Prague's 200 Days, 1969.
Spanier, John. American Foreign Policy Since World War II. New York: Praeger, 1969. rev. ed.
Shub, David. Lenin. New York: New American Library.
Tucker, R. C. Philosophy and Myth in Karl Marx. Cambridge: Harvard Press, 1961.
Vernadsky, George. A History of Russia. New York: Bantam, 1967.
Wise, David and Ross, Thomas B. The Espionage Establishment. New York: Bantam Paperback, 1968.

PAMPHLETS

Education and Professional Employment in the USSR by N. DeWitt. U.S. Government Publication, 1961.

Khrushchev's Secret Speech in the Crimes of the Stalin Era, edited by Boris Nicolawsky. New Leader Pamphlet.

FBI Publications. Obtained through writing directly to the FBI office in Washington, D.C.

McCarthy Era: 1950-1954. The Great Issues Series, pub. by Scholastic Book Services.

EXCERPT FROM THE POEM, "VLADIMIR LENIN" BY VLADIMIR MAYAKOVSKY

What's an individual?
Absurd - no good.
One man, even the most important of all,
can't lift a ten-yard log of wood,
to say nothing of a house ten stories tall.
A Party means millions of arms, brains, eyes linked and acting together.
In a Party we'll rear our projects to the skies,
upholding and helping one another
The Party's the compass, that keeps us on course
the backbone of the whole working class.
The Party embodies the morality of our cause,
our faith that will never fail, or pass.
Yesterday an underling,
Today, whole empires I'm uncharting
the brain, the strength,
The Glory of its class,
That's what it is,
our Party.

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"PREDICTION"
1830"

A year will come for Russia, a dark year
When Royalty no more his crown will wear,
The rabble who loved him once will forget,
For Blood and Death will richest feast be set;
The fallen law no more will shield the weak,
And maid and guiltless child in vain will seek
For justice. Plague will ride
Where stinking corpses fill the countryside,
And flapping rags from cottages demand
Help none can give, while Famine rules the land.
Dawn on they streams will shed a crimson light;
That day will be revealed the Man of Might
Whom thou wilt know. And thou wilt understand
Wherefore a naked blade is in his hand.
Bitter will be thy lot; tears flood thine eyes,
And he will laugh at all thy tears and sighs.

Lermontov